2004-2005 BTSA State Survey:
Alignment with the 2042 Induction Standards

Standard 1: Sponsorship, Administration, and Leadership	PT	SP	SA
Clarity of allocation of authority			6

Standard 2: Resources	PT	SP	SA
Adequacy of BTSA program resources			9a, b
Adequacy of fiscal resources			9a, b
Adequacy of facilities			9a, b
Adequacy of personnel			9a, b

Standard 3: Professional Development Providers		PT	SP	SA
Knowledge and skills of Professional Development Providers (trainers) in:	Participating teacher development		4a	
	CSTP		4b	
	Formative assessment process		4c	
	Student content standards		4d	
	Interpersonal communication skills		4e	

Standard 4: Evaluation	PT	SP	SA
Familiar with evaluation data		16a	14a
Satisfied with use of evaluation data to guide program design		16b	14b

Standard 5: Articulation with Professional Teacher Preparation Programs	PT	SP	SA
Degree which BTSA activities build upon teacher preparation knowledge and skills (See standard 7)	16		

Standard 6: Advice and Assistance	PT	SP	SA
Clarity of requirements for BTSA participation	15a	3g, 15c	
Clarity of requirements for clear credential	9l		

Standard 7: Coordination and Communication	PT	SP	SA
Degree to which BTSA activities build upon teacher preparation knowledge and skills (see Standards 5 and 10)	16	15c	
Coordination with curriculum and instruction		11	8
Coordination with school and district priorities			8

	PT	SP	SA
Connection between areas for growth and professional development	15c	13c	
Connection between BTSA activities and ongoing professional development	17		8

Standard 8: Support Provider Selection and Assignment		PT	SP	SA
Clarity of knowledge and skills of support Providers in	Roles & responsibilities of support providers		1, 2a, 2b, 2c, 2d,	
	Student content standards/ curriculum	5b		
	Understanding student population taught by beginning teachers	5c		
Support provider assignment & experience		5c	1b, c	
Structure of support provider an participation teacher work		4a, b		
Match between participating teacher and support provider		5a, b, d, e		
Support provider likely to serve as SP again			19a, b	
Time from participating teacher teaching to begin working with support provider		4a, b, 6	6	

Standard 9: Support Provider Professional Development		PT	SP	SA
Useful-ness of Support provider training to:	Respond to diverse needs of PTs		3b	
	Engage in reflective conversation with participating teachers		3e	
	Assist participating teacher to understand local context		3a	
	Use evidence form formative assessments		3d	
	Use formative assessment evidence to develop IIPs		3f	
	Use formative assessment instruments		3c	
Usefulness of formative feedback on SP work			5a,b	
Opportunity to meet with other support providers			6	
Extent to which support providers are prepared to work with Participating teachers				11
Support provider improve teaching practice as a result				12

Standard 10: Program Design		PT	SP	SA
Clarity of rationale, goals, design of program			15a	6, 7a
Coordination of BTSA Professional Development	With other professional development			8
	Curriculum & instruction departments			8
	District priorities		11	8
	School priorities		11	8

PT support for and improved skills/ SP knowledge/ skills in:	Student content standards/ curriculum Frameworks (see Standard 15)	8b		13a
	Analyzing student work/ assessing student learning (see Standard 15)	8d		13e
	Using computer technology (see Standard 16)	8g		13d
	Supporting equity, diversity, and access to core Curriculum (see Standard 17)	8h		13g
Degree to Which BTSA activities	Build upon teacher preparation knowledge and skills (see Standards 5& 7)	16	15d	
	Lay foundation for future professional growth	17		

Standard 11: Roles and Responsibilities of K-12 Schools		PT	SP	SA
Site Administrators Understanding of	Has attended BTSA training			3
	Ways to learn about BTSA			4
	Program rationale, goals & design			7a
	Role of support providers			7b
	Formative assessment process (see Standard 13)			7c
	Knowledge and skills addressed by formative assessment			7d
	Individual Induction Plan			7e
	Purpose and importance of BTSA events			7f
	Role of BTSA in credentialing process			7g
Challenging assignment		10a	10a	5a
Support for challenging assignments		10b	10b	5b, c
Help/ adequacy of support for challenging assessment		10c		5d
Clarity of the role of site administrator				6
School site orientation		1a, b, c		
Extent to which BTSA supports professional culture in school			14a, b	10

Standard 12: Professional Development Based on an Individual Induction Plan	PT	SP	SA
Timelines of support from workshops, seminars, or courses	7c		
Frequency of communication between participating teacher And support provider	4a, b	7a, b	
Timeliness of support from support provider	2, 3, 7a	9	
Adequacy of time to meet with PT/SP	6	8	
Ratio of support provider to participating teachers		1, 2a, b, c, d	
Connection between formative assessment and IIP	13a	13b	
Connection between areas for growth on IIP and professional	13b	13c	

development activities			
Foundation for ongoing future professional growth	17		
Connection between IIP an PT/SP work		13a	
Clarity of Individual Induction Plan (IIP)	15c		
Work with other teachers/ specialists timely in meeting needs	7b		

Standard 13: Formative Assessment Systems		PT	SP	SA
How often and how helpful activities were:	Observation of PT teaching	11a	12a	
	Analysis of student work	11c	12c	
	Support for collecting	11b	12b	
	In-depth investigation of teaching	11e	12d	
	Examining teaching against criteria	11g	12f	
	Reflecting on teaching	11f	12e	
	Observation of veteran teaching	11d		
Strength of connection between areas for growth and evidence of teaching practice		13a	13c	
Formative assessment system is:	Fair in representing participating teacher's skills And abilities		13b, 17a	
	Effective in supporting participating teacher's professional development		17b	
Formative assessment process (see Standard 11)		15b		6c, d
(for CFASST programs **ONLY**) Which CTASST event was last completed		12b		
Improve knowledge and skills in CSTP		9c	17c	

Standard 14: Completion of the Professional Teacher Induction Program	PT	SP	SA
Role of the BTSA in credentialing process	9l	3g, 15g	6g

Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy		PT	SP	SA
Extent to Which BTSA Helped participating Teachers	Increase ability to teach consistent with CSTP	9c		
	Improve teaching knowledge and skills	17a	18a	
	Meet students' differing needs (see Standard 18)	17d	18d	13c
	Improve ability to use standards- based instruction	17b	18b	13a
	Improve ability to use assessment	17c	18c	13e
Participating Teacher support for	Analyzing student work/ assessing student learning (see Standard 10)	9d		13e
	Knowledge/ skills in working with families	9i		13l

and improve skills in:	Subject matter pedagogy	9j		13i
	Student content standards/ curriculum Frameworks (see Standard 10)	9b, 9j		13a
	Performance levels for students	9k, 18e		
Support in classroom management		9a		
Work with other teachers or specialists		7b		

Standard 16: Using Technology to Support Student Learning	PT	SP	SA
Participating teacher satisfied with support in using computer technology (see Standard 10)	9g		13d
Help participating teacher improve use of technology	18f		

Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum	PT	SP	SA
Participating teacher satisfied with support in equity, diversity and access to core curriculum (see Standard 10)	9h		13g
Help participating teacher address equity and diversity	18i		

Standard 18: Creating a Supportive and Healthy Environment for Student Learning	PT	SP	SA
Extent to which BTSA helped participating teachers meet students' differing needs (see Standard 15)	18d	18d	
Extent to which BTSA helped participating teacher create a supportive and healthy environment for student learning	18h		13f
Working with families of students	9i		13h
PT satisfied with support in creating a supportive and healthy environment for student learning		8	
Support Provider knowledge and skills in creating a healthy and supportive environment for student learning			13f

Standard 19: Teaching English Learners	PT	SP	SA
Participating teachers support for and improved skills in teaching English Language Learners	9e		13b
Extent to which BTSA helps participating teachers teach English Learners	18g		13b

Standard 20: Teaching Special Populations	PT	SP	SA
Working with families of students	9i		13h
Participating teachers support for and improved skills in	9f, 18j		13c

teaching special populations			
Support provider knowledge of and skills in teaching special populations	18j		

Additional Information on the 2004-2005 BTSA Statewide Survey

Participant Satisfaction	PT	SP	SA
PT satisfaction: teaching in current district	19a		
PT satisfaction: teaching at current site	19b		
PT satisfaction: current teaching assignment	19c		
In five years, PT: likely to be in teaching profession	20a		
In five years, PT: likely to teach in same district	20b		
In five years, PT: likely to teach in same school	20c		
Connection between formative assessment and formal evaluation	14	14a, b	
Why participated in BTSA	21		
Impact of PT work with SP in the classroom practice	8a		
Impact of PT workshops attended on classroom practice	8b		
Work with other LTT programs or other duties			
Years of experience as site administrator			1a, b, c
SP likely to serve as SP next year and rational		19a, b	
Type of Formative Assessment Used	12a		